STUDI ARAB
P-ISSN: 2086-9932
E-ISSN: 2502-616X

Vol. 14, No. 1, June 2023
pp. 51-60
doi: https://doi.org/10.35891/sa.v14.i1.4002

Analysis of Phonetic Errors in Learning Arabic Through Social Media Tiktok

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Article History:
Received:
2 June 2023

Revised:
24 June 2023

Accepted:
29 June 2023

Keywords:
Phonetic Errors; Tiktok

Kata Kunci:
Kesalahan fonetik; Tiktok

Abstract
Learning to use social media is no stranger in this digital era. One of the social media that is the choice as a learning medium is Tiktok. Its many users from all circles, which is the reason that Tiktok social media can be used to achieve learning goals. It can be seen from Arabic language learning that can be carried out through Tiktok social media. The purpose of this study is to define and classify Arabic pronunciation errors and provide suggestions so that these phonetic errors are not sustainable. This research method uses a descriptive qualitative approach. Research data analysis techniques are watching, listening, and taking notes. The results of this study are that there are more phonetic errors in learning Arabic through the social media Tiktok in Arabic writing, whereas in Arabic speaking it is still relatively minimal.

Abstrak
Pembelajaran menggunakan media sosial bukanlah hal yang asing lagi di era digital ini. Salah satu media sosial yang menjadi pilihan sebagai media pembelajaran ialah Tiktok. Karena penggunanya yang banyak dan dari semua kalangan itu menjadi alasan bahwa media sosial Tiktok dapat dimanfaatkan untuk mencapai tujuan pembelajaran. Terlihat dari pembelajaran bahasa Arab yang dapat dilaksanakan melalui media sosial Tiktok. Tujuan dari penelitian ini adalah mendefinisikan dan mengklasifikasikan kesalahan pengucapan huruf Arab dan memberikan saran agar kesalahan fonetik ini tidak berkelanjutan. Metode penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik analisis data penelitian adalah dengan teknik menonton, menyimak dan mencatat. Hasil dari penelitian ini ialah kesalahan fonetik pada pembelajaran bahasa Arab melalui media sosial tiktok lebih banyak pada penulisan Arab, sedangkan dalam penuturan bahasa Arab masih terbilang minim.

Introduction

Arabic is one of the international languages that are currently increasingly in demand by the public. This can be seen from the development of Arabic language education and learning which is increasingly held not only in formal schools or madrasah, but also in various courses or training institutions, and even in public high schools.[1] Coinciding with the development of the

[1] Imam Makruf, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah Kabupaten Sukoharjo," *Arabi: Journal of Arabic Studies* 5, no. 1 (2020): 79–90.

times, Arabic language learning continues to develop, such as the development of goals, methodologies, and learning technologies.[2] Until bringing developments to the purpose of learning Arabic, which is no longer focused on the needs of religious understanding, education, and work, but is propagated by how Arabic language learners, especially at the higher education level, have skills in the field of technology, and their use in Arabic language learning so that Arabic graduates can adapt to the times that are increasingly influenced by technology.[3]

The learning of Arabic at this time was substantial. Therefore, interactive learning media is needed and attracts the attention of students.[4] Smith and Ragan said that learning is an activity of presenting information in supporting students to achieve goals, especially student goals in learning. Learning is also a process of interaction between students and their environment to achieve behavior change for the better.[5] The use of media in the learning process can build new motivation and have a psychological effect on students, to increase good interest in learning from students.[6]

The Internet has changed the way knowledge is spread.[7] In the era of globalization, humans, and technology are inseparable from each other. Technology plays an important role in various aspects of human life. The development of internet networks around the world is one of the rapidly developing technologies in this era, which allows people to easily access various information. One of the most widely used ways people communicate and get information is through social media. This social media is expected to allow learning to be carried out anywhere and anytime.[8] The development of social media and internet networks has stimulated renewed scholarly interest in online citizenship engagement, resulting in a redefinition of deliberative politics and the public sphere.[9] Social media will create connections between users, and interactions that take place can be in the form of exchanging information, news, complaining, greeting each other, and many other things.[10] Social media has the potential to support learning in ways that are not limited by time and place. Although the emergence of social media has the potential to support learning in new ways,

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[2] Besse Wahida, "Pengembangan Teknologi Audio Dalam Pembelajaran Bahasa Arab," *AL-WARAQAH Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2021): 24–40.
[3] Syindi Oktaviani R Tolinggi, "Pembelajaran Bahasa Arab Di Indonesia Pada Era Revolusi Teknologi Tak Terbatas (Strengths, Weaknesses, Opportunities, And Threats)," *An Nabighoh* 23, no. 1 (2021): 33–50.
[4] Vika Elvira Karami and Izzatur Rif'ah, "Penggunaan Aplikasi Berbasis Audio Visual (Youtube Dan Tiktok) Sebagai Media Pembelajaran Bahasa Arab," in *International Conference of Students on Arabic Language*, vol. 5, 2021, 378–388.
[5] Samsuar A Rani, "Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi," *AT-TA'DIB: JURNAL ILMIAH PRODI PENDIDIKAN AGAMA ISLAM* (2017): 163–177.
[6] Ahmad Affan Haris and Laily Maziyah, "Pengembangan Media Pembelajaran Kosakata Bahasa Arab Berbasis Buku Pop Up Untuk Siswa Madrasah Ibtidaiyah," *JoLLA: Journal of Language, Literature, and Arts* 2, no. 6 (2022): 822–837.
[7] Nina Nurmila, "The Spread of Muslim Feminist Ideas in Indonesia: Before and After the Digital Era," *Al-Jami'ah: Journal of Islamic Studies* 59, no. 1 (2021): 97–126.
[8] Karami and Rif'ah, "Penggunaan Aplikasi Berbasis Audio Visual (Youtube Dan Tiktok) Sebagai Media Pembelajaran Bahasa Arab."
[9] Budi Mulyono et al., "Online Civic Engagement through Social Media: An Analysis of Twitter Big Data," *Jurnal Cakrawala Pendidikan* 42, no. 1 (2023).
[10] Awal Kurnia Putra Nasution, "Integrasi Media Sosial Dalam Pembelajaran Generasi Z," *Jurnal Teknologi Informasi Dan Pendidikan* 13, no. 1 (2020): 80–86.

we still know very little about how social media currently in use can support students' educational learning.[11]

Among the causes of difficulties in learning Arabic is that Arabic families are not the same as Indonesian families and local languages, with different language families causing linguistically significant differences in terms of phonetics, phonology, morphology, syntax, and semantics.[12] At the beginning of language teaching, there are two language skills taught, namely listening skills and speaking skills. With good comprehension and fluent pronunciation, language learners will be able to understand the sound characters taught by other speakers.[13] So, for the sake of fluency and goodness in the pronunciation of Arabic words, each letter must be sounded according to its articulation. Articulation errors can cause differences in meaning or errors in meaning in the reading being read.[14]

According to As Shini and Al Amin, there are two components responsible for language errors: intralingual and developmental. Developmental errors are language mistakes made by students regarding language based on assumptions they make during classroom learning in a confined environment. Intralingual errors, on the other hand, are defined as language errors that occur when students recognize language rules, make generalization about certain rules, cannot use language rules correctly, or are not appropriate to the context.[15] Some domestic researchers research a lot about the mispronunciation of a language, but they are more likely to use phonological terms when trying to study phonetic problems.[16]

Roviin and Muh. Hafidz in his research, stated that especially for learners who do not use Arabic as a language of daily communication even though learners concentrate on learning Arabic, especially for learners who do not use Arabic in everyday life, Imla is one of the elements of Arabic with quite complicated writing rules.[17] Then, Mu'alim Wijaya and Kholifah in his research stated that some students faced difficulties in writing Arabic essays. Linguists and language teachers agree that language errors can interfere with the purpose of language teaching.[18] And M. Firdaus in his

[11] Radja Erland Hamzah, "Penggunaan Media Sosial Di Kampus Dalam Mendukung Pembelajaran Pendidikan," *WACANA: Jurnal Ilmiah Ilmu Komunikasi* 14, no. 1 (2015): 45–70.
[12] M Firdaus, "Analisis Kesalahan Fonetik Maharah Qiraah Pada Mahasiswa," *Ta'dib* 12, no. 2 (2022): 1–12.
[13] Irza Hidayatulloh, Suparmanto Suparmanto, and Moh Nasikin, "Strategi Pembelajaran Bahasa Arab Al-Ashwat Di Dalam Meningkatkan Keterampilan Menyimak Mahasiswa Jurusan Pendidikan Bahasa Arab Universitas Islam Negeri Mataram," *AL-MU'ARRIB: JOURNAL OF ARABIC EDUCATION* 3, no. 1 (2023): 24–31.
[14] Muhammad Afif Amrulloh and Haliyatul Hasanah, "Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019): 209–228.
[15] Roviin and Muh Hafidz, "Analisis Kesalahan Imla'Mahasiswa Program Studi Pendidikan Bahasa Arab IAIN Salatiga," *Studi Arab* 11, no. 1 (2020): 13–26.
[16] Firdaus, "Analisis Kesalahan Fonetik Maharah Qiraah Pada Mahasiswa."
[17] Roviin and Hafidz, "Analisis Kesalahan Imla'Mahasiswa Program Studi Pendidikan Bahasa Arab IAIN Salatiga."
[18] Mu'alim Wijaya and Kholifah, "Analisis Kesalahan Berbahasa Dalam Penulisan Insya' Di Madrasah Tsanawiyah Badridduja," *Studi Arab* 12, no. 2 (2021): 134–146.

research, stated that there had been phonetic errors, both at the level of letters, words, phrases, and sentences. The error is seen in their inability to distinguish the pronunciation of hijaiyah letters.[19]

Based on the results of observations that have been made, Arabic language learning is also carried out and disseminated on social media, especially Tiktok social media. While the social media that is much loved by all people in 2020 is Tiktok. This application can be used as a medium of entertainment by creating and sharing videos among other Tiktok application users because Tiktok is in the form of creating and sharing video content with fellow users. This makes Tiktok a popular application and widely used by the public.[20] Therefore, researchers want to analyze the phonetic errors in the pronunciation of content creators on Tiktok social media. Because some of those Tiktok accounts pronounce or describe Arabic learning. To define and classify Arabic letter pronunciation errors and provide suggestions that these phonetic errors are not sustainable.

Method

This research method uses a descriptive qualitative approach because the type of data in this study is in the form of sounds and sentences. This type of qualitative research is considered appropriate because the data in the research taken is in the form of videos. The source of this research data is Tiktok videos on accounts that explain Arabic learning and provide examples of Arabic conversations. The data source was taken from TikTok social media with 5 social media accounts such as @bahasa_arab, @bahasaarabmudah7, @belajar.bahasa.arabic, @syukriabdulla, and @hiwarpedia. Data collection techniques if there are errors in research can be easily revised because the source of data on speech and sentences in the video does not change.[21] Research data analysis techniques are watching, listening, and taking notes. Watching is by watching videos of learning content. Listen to the words or sayings pronounced in the video. And the note is identifying the Arabic word or sentence written in the video.

Result and Discussion

According to Wiradi, analysis is any activity that divides or groups something into groups according to a certain set of criteria. Phonetic error analysis is the process of examining errors that are phonetic in nature, but more than just looking for errors to classify them, identify them, and correct them.[22] According to Corder, language errors can be found in three forms, first-language

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[19] Firdaus, "Analisis Kesalahan Fonetik Maharah Qiraah Pada Mahasiswa."
[20] Nurin Salma Ramdani, Hafsah Nugraha, and Angga Hadiapurwa, "Potensi Pemanfaatan Media Sosial Tiktok Sebagai Media Pembelajaran Dalam Pembelajaran Daring," *Akademika: Jurnal Teknologi Pendidikan* 10, no. 02 (2021): 425–436.
[21] Riana Rahmawati, "Kesalahan Fonetis Dan Semantis Pada Pengucapan Lirik Lagu Vois Sur Ton Chemin Oleh Beyoncé Pada Pagelaran Oscars 2005" (2018).
[22] Wijaya and Kholifah, "Analisis Kesalahan Berbahasa Dalam Penulisan Insya' Di Madrasah Tsanawiyah Badridduja."

speaker errors that are made consciously and he immediately corrects his language mistakes, language errors are called mistakes, second language speaker errors that are usually caused by negligence or are in a state of not focusing on what he is saying, language errors are called errors, and the third is speaker errors that can be corrected without feedback from its speakers are called slips.[23] Phonetic errors are errors that occur in Arabic sounds and movements as well as deletion, addition, substitution, etc. Errors resulting from incorrect interactions between sounds representing the substance of a word, and their deletion, addition, or replacement, such as lengthening short vowels or shortening long vowels, not to mention errors in operations, substitutions, substitutions, etc., leading to defects in the morphological structure.[24]

The results of obtaining data obtained by researchers are analyzing phonetic errors in Tiktok social media creator content. In this case, the researcher obtained 5 accounts that teach Arabic language learning. Starting from vocabulary, greeting words, conversation, and doing daily activities that are explained using Arabic. These content creators have their advantages and disadvantages in teaching Arabic language learning. So, the researcher wants to describe the advantages and disadvantages of each account.

1. @belajar.bahasa.arab

   In some content, there are typos in the introduction to the Arabic vocabulary

Meaning	Typos	Vocabulary
Lamp	مصبح	مصباح
Water faucet	هنفية	حنفية
Good afternoon	نهارك السعيدة	نهارك السعيد

   After seeing some of the video content displayed, there are not many videos that feature the creator when speaking Arabic. The material delivered is still in Arabic and the introduction of everyday vocabulary and even then without making a sound. The account also hasn't described Arabic language learning, as it doesn't yet have a focus on content creation. This has led to the disinterest of ordinary people in knowing Arabic. This makes it difficult for researchers to analyze phonetic errors in the creator. And only found errors in the writing vocabulary.

[23] Firdaus, "Analisis Kesalahan Fonetik Maharah Qiraah Pada Mahasiswa."
[24] Dewi Ayu Amalya and Khizanatul Hikmah, "Error Analysis of Errors in Arabic Phonetics at the University," *Indonesian Journal of Islamic Studies* 11 (2023): 10–21070.

2. @bahasaarab

   Looking at some of the content in the video on this TikTok social media account, it can be concluded that the creator's pronunciation is good. Pronounce Arabic (makharijul huruf) are also by the portion. The content of Arabic learning still has to be expanded, because the content delivered is still about vocabulary and the introduction of everyday words. Some of the content created provides instructions on translating and explaining. However, no video or content conveys how to translate and explain a sentence. So, this can make it difficult for ordinary people who see the content in the account.

3. @bahasaarabmudah7

   The focus of content or videos on this Tiktok social media account is qowaid nahwu and I'rab. This is good in increasing the interest of students or ordinary people. Because it makes it easier for ordinary people or students to understand one of the Arabic skills. There are some mispronunciations of hijaiyah letters in some videos as shown in the table below:

Pronunciation of wrong letters	Letters written in the video
د	ذ
ط	ض

   The pronunciation of the letter ذ in the video resembles the pronunciation of the letter د.

   Similarly, the pronunciation of the letter ض resembles the pronunciation of the letter ط.

   This is influenced by the explanation delivered so hastily. So that the pronunciation of the letters looks different from the text in the video.

4. @hiwarpedia

   There are some mispronunciations of hijaiyah letters in some videos as shown in the table below:

Pronunciation of wrong letters	Pronounce the correct letters
ح	ه
س	ص
ق	ك

This Tiktok social media account shares more about daily conversations by adjusting the crime scene. Such as conversations in the market, activities at home, vacations to the beach, and much more. Not only content about the conversation delivered by the creator but the use of phrases is the choice of the creator. However, the delivery of content is too dominated by cartoon videos that use Arabic voices. Similarly, the introduction of phrases is still very difficult to understand by ordinary people and students who do not know phrases.

5. @syukriabdulla

   This social media account has not explained learning Arabic directly like other creators. In the videos, the creator conveys more about his daily activities or conversation with himself being a talent in the video so that he has two characters in one video. There is even some advice contained in the video. What's interesting about his videos is how fluent he is in pronouncing Arabic sentences expressively. From an expression of anger, surprise, and sadness, he was happy that he could easily adjust to this. So that the video looks more fun with his funny demeanor. The creator of this Tiktok social media account comes from neighboring Malaysia. Seeing this account is the same as most TikTok social media users, the difference is that the creator can use Arabic in all his videos. This is something that is required so that students always practice.

Looking at the results of the data obtained, it can be said that it is not easy to determine what content to convey so that it is easy to understand and attract others to like the work that has been made. When starting to become a content creator, first determine the focus of the content, or look at the target market to adjust to the circumstances and conditions, especially students. So that the content that has been delivered can be accepted and attract ordinary people's interest in Arabic.

Following the times and following the market or something viral can be the beginning of the content being glimpsed by students and ordinary people. It's not just content that's the focus in this regard. However, the nature of the content creator also affects the interest of students and laypeople in learning Arabic. If the presentation of the material can be explained concisely and easily understood, it is the main attraction for students and laymen in learning Arabic.

Looking at the data, the sound error is caused by the close articulation process between the letter ق and the letter ك, where the sound of the letter ق is produced through the meeting between the base of the tongue and the throat, so that the air is completely blocked. While the sound of the

letter ك is produced by attaching the back of the tongue to the soft palate.[25] Mispronunciation of letters also occurs in the letter ح with ه. The letter ح is the sound that comes from the middle throat, while the place where the sound ه comes out is the lower throat which means that the sound produced is deeper than the letter ح.[26] And the pronunciation of the letter ذ in the video resembles the pronunciation of the letter د. Can be caused by sound quality during the editing or sound-taking process it affects the process of sound.

Mistakes are not the same as mistakes. Corder distinguishes the two clearly, namely that errors are systematic or consistent language deviations, while errors are language deviations that are done accidentally. In pronunciation, mistakes are commonly referred to as lapses. Errors are caused by competency factors, namely because learners have not understood or mastered the target language system they use. While errors or miswords occur due to performance factors, such as lack of concentration, fatigue, drowsiness, rush, messy work, and the like Errors are caused by competency factors, namely because learners have not understood or mastered the target language system they use. While mistakes or miswords occur due to performance factors, such as lack of concentration, fatigue, drowsiness, rush, messy work, and the like.[27]

In this case, social media plays an important role in achieving learning objectives. If teachers can take advantage of social media, especially Tiktok, it can certainly help the learning process of students. Lessons become more interesting, motivate students, and certainly make it easier for students to understand the material presented. Therefore, teachers can adapt to the existence of technology to support success in learning activities. Especially Arabic, so that students do not think Arabic is difficult. In this case, it is also a lesson for teachers if they want to provide videos or create content to adjust to their needs so that students can better understand them.

Conclusion

It can be concluded that phonetic errors in learning Arabic with Tiktok social media more in Arabic writing than in Arabic speech is fairly minimal. This is good so that it makes it easier for students or laypeople to know what is said by the speaker. However, the drawback is that some Tiktok social media accounts or some creators have not focused on delivering material. So, it does

[25] Amrulloh and Hasanah, "Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan."

[26] Ratna Asih, Ahmad Miftahuddin, and Zaim Elmubarok, "Analisis Kesalahan Fonologi Dalam Keterampilan Membaca Teks Berbahasa Arab Siswa Kelas XI SMA Islam Sultan Agung 1 Semarang," *Lisanul Arab: Journal of Arabic Learning and Teaching* 9, no. 2 (2020): 123–137.

[27] Fina Saadah, "Analisis Kesalahan Berbahasa Dan Peranannya Dalam Pembelajaran Bahasa Asing," *Wahana Akademika: Jurnal Studi Islam dan Sosial* 14, no. 1 (2016).

not attract students and ordinary people to want to learn Arabic. Because if the content focuses on one of the Arabic language skills, it can make it easier for students to learn when experiencing difficulties. Content that focuses on one skill can be an option for students to learn and even better if it can be an option or choice when it is difficult.

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